



Holly Park School Curriculum Policy

The curriculum is all the planned activities, which we organise in order to promote learning and personal growth and development. It includes the requirements of the National Curriculum. The curriculum shows what we as a school provide in order to develop independence and responsibility in all of our pupils.

Content:

Aim

Links to the UN Rights Of The Child

The National Curriculum

1. Curriculum Intent

- We want children to.....
- We aspire to have a curriculum that.....
- Skills

2. Curriculum Implementation

- How is the curriculum organised in EYFS?
- How is the curriculum organised in KS1 and KS2?
- Vocabulary and Discussion
- Assessment for Learning
- The Holly Park Progression of Skills
- Our Curriculum
- SMSC In Our Curriculum
- Rights Respecting Schools
- Forest Schools
- The Holly Park Learning Skills
- The reading challenge
- Global Learning
- Pupil Voice
- Clubs
- Creativity In The Curriculum
- Trips and Curriculum days to enhance the Curriculum
- Performances To Enhance The Curriculum
- Local, National and International engagement to enhance the Curriculum

3. Impact

- Outcomes
- Monitoring
- Evidencing The Curriculum
- Assessment within Curriculum Subjects
- Reporting

4. Children with SEND

5. Roles and Responsibilities

Aim

Our aim is to offer a broad and balanced curriculum which promotes enjoyment and learning and which allows each child to reach his or her potential. End of key stage results are important, but it is also crucial that pupils leave the school with a package of responsibilities and social skills, so that they can develop and become responsible adults. This is a key aim because we encourage lifelong learning at Holly Park School.

The curriculum is about the quality of education on offer at our school.

- The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'

Links with the UN Rights of the Child

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The national curriculum states:

'...the statutory national curriculum,... sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.'

'The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.'

What the national curriculum does not prescribe is the wider approach of the curriculum.

The curriculum is more than the individual topics and subjects taught. It is about the wider overarching principles and approach to the teaching and learning.

Curriculum Intent, Implementation and Impact

I. Intent. (rationale, curriculum design, coverage and appropriateness)

At Holly Park we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel

prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

Holly Park School provides a rich learning environment, both inside and outside the classroom, which is conducive to high quality teaching and learning. We want all children to achieve their very best and to become successful adults. It is our school's policy to maximise the potential of all pupils, including all different identifiable cohorts of pupils such as: disadvantaged, English as an Additional Language, summer born, SEN&D pupils and academically more able pupils, including those who are gifted and talented. This is embraced and supported at all levels in the school.

Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life, and we strive to do so by offering a broad and balanced curriculum from the children's first days in the Nursery through to the end of Year 6. Through our school's curriculum we seek to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain.

Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment. Through our approach we aim to develop resilience in our pupils, so they are willing to take risks in their learning, accepting that making mistakes is an important part of the learning process.

The Creative Curriculum at Holly Park has been developed to engage children fully in their own learning by adopting an imaginative, practical and cross-curricular approach, as we believe this results in the optimum learning outcomes.

We want children to:

- Gain good basic skills – can solve problems, challenge themselves and reflect on their learning
- Have a strong moral, cultural, emotional, spiritual and social purpose
- Develop healthy minds and healthy bodies and know how to stay safe
- Are rounded individuals who believe in their own potential and have resilience to persevere and communicate effectively
- Will be good citizens of the future who understand the principles of British Values.
- Have high standards of behaviour and tolerance by developing respect and responsibility for themselves and their community
- Take an active part in the life and work of the school and have a desire to go on learning throughout life
- Have high self esteem, self confidence, self discipline and take responsibility
- Are excited by their learning, ask questions, are curious and take pride in their learning

We aspire to have a curriculum that:

- Is broad and balanced and provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Provides continuity and progression

- Creates a culture of high expectations and encourages individual talents
- Ensures breadth and balance and challenge and problem solving
- Creates cultural capital with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- Prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations
- Keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism.
- Contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Fosters a love of learning in pupils who are resilient to failure.
- Encourages pupils to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Takes account of individual differences and need
- Provides a positive and stimulating learning environment that is stimulating and engaging and as practical as possible making links with other subjects
- Recognises the crucial role that parents play in their child's education
- Works in tandem with the Holly Park values.
- Empowers learners to develop their own questions and lines of enquiry and encourages communication skills
- Provides skills-based as well as knowledge-based learning
- Sets up imaginative learning opportunities that encourage learners to experience life beyond the classroom
- Promotes partnership between pupil, parent/carer, teacher and community
- Ensures continuity and progression within the school and between phases of education
- Fosters teaching styles which will offer and encourage a variety of relevant learning opportunities
- Accelerates the learning progress of the most disadvantaged and vulnerable pupils in order to diminish the difference in progress and attainment between them and their peers
- Makes provision to enable pupils to work at greater depth within age related expectations
- Encourages a respect for the school and its environment so that learning is a positive and pleasurable experience for all

At Holly Park we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Skills

We want to develop lifelong learners who are prepared for life beyond Holly Park. We want our pupils to learn more than mere facts and content, we want them to acquire the skills to be good learners (our Holly Park learning Skills and our Enabling Enterprise Skills)

The skills of:

- **Creativity**
- **Team work**
- **Self Management**
- **Enquiry**
- **Commitment**

- **Reflection**
- **Problem Solving**
- **Leadership**
- **Aiming High**
- **Staying Positive**
- **Listening Carefully**

2. Implementation - (content, curriculum delivery, teaching (pedagogy) – contribution to delivering the curriculum as intended)

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

We intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers and ICT lessons. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits and curriculum days. Extra-curricular activities are designed to enhance pupils' learning experience.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. litter picking. We embed each project within the curriculum into the relevant subjects, e.g. creating art out of litter and investigating the effects litter has on the environment. This shows pupils the value of protecting and being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life.

Our school values the input of its pupils and parents with regards to the delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires annually. We hold termly workshops for parents and children so that they can work together on the curriculum. We hold regular parent meetings to inform parents

about aspects of the curriculum e.g sex and relationship education, KS1 &2 national assessments, reading, restorative approach, the EYFS curriculum etc.

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

How is the curriculum organised in EYFS?

At Holly Park, we follow the Early Years Curriculum (September 2021). This is based on Development Matters, the government's non-statutory curriculum guidance for the Early Years Foundation Stage.

There are seven areas of learning:

- personal, social and emotional development.
- communication and language.
- physical development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

Our EYFS Intent

At Holly Park we recognise and celebrate that each child is unique and comes to us with a range of different experiences. Our provision supports and values the diverse range of needs and dispositions of all children. We make sure that we know every child as an individual and work closely with parents and families so that children at Holly Park remain at the centre of our curriculum. Our practice and provision enables children to thrive.

Our EYFS Implementation

Children have Secure and effective relationships with the adults in our Nursery and Reception and this supports children giving them the confidence to explore new concepts and take part in new experiences. They develop their confidence and love of learning by exploring their interests, skills and knowledge through high quality continuous provision and carefully planned guided activities. Children make progress with the support of sensitive guidance from adults in nursery and reception and we adapt provision to meet the needs of our children.

We plan around our children's changing interests and experiences

- We love books and choose core texts in a cross curricular way to stimulate children's learning.
- We have a balance of child initiated and guided activities
- We have whole class Carpet Sessions for shared learning
- We ensure our daily phonics sessions are fun, interactive and memorable and that new learning is supported and consolidated in the continuous provision
- We teach children how to manage their emotions through the Zones of Regulation and regular Circle Times
- We adapt our continuous provision to reflect and support our children.
- We quickly identify areas of development in children's learning and adapt our provision to meet their needs.
- We provide early interventions when necessary
- We identify children's individual skills and extend them.
- Children have free flow access to learn indoors and outdoors in all weathers

Our Impact

Children want to come to school every day, even when they are unwell! They are excited to learn and proud of their achievements. All children make very good personal progress in the Early Years. They are happy and confident about starting Year One and have the skills they need to progress. All children are aware of what makes a good friend and can talk about their own emotions. All children understand what it means to be part of a group and feel they belong to the Holly Park Family.

The Nursery (ages 3 to 4)

The Nursery provides a happy and stimulating introduction to school life. It is a fully integrated part of the school, giving children the opportunity to benefit from the extensive range of facilities and specialist teaching available. The Nursery is very well resourced and our teachers and support staff make sure that each child receives access to a full and varied range of learning opportunities. The Nursery Curriculum encourages the development of the whole child. Emphasis is placed on enhancing basic pre-school skills at this formative age. Phase 1 Phonics is introduced with a Systematic Synthetic Phonics (SSP) programme as recommended by the government. We use Phonics Bug by Pearson Education.

Reception

The Reception classes provide a stimulating, challenging environment in which children are excited to begin to develop the skills they will need for school and future life. Children have access to both the indoor and outdoor classrooms, learning through imaginative hands-on activities, relevant to their interests and in readiness for their 'next steps'. They are encouraged to take risks as well as to develop creativity and critical thinking, following their own investigations. Phonics continues Reception and on to Key Stage 1, and beyond if required. Emphasis is placed on ensuring the children are ready for Year One, whilst continuing to develop the whole child and to foster a love of learning.

How is the curriculum organised in KS1 and KS2?

From Year 1 to Year 6 the curriculum at Holly Park consists of:

- The National Curriculum 2014 (Key stage 1 and 2 framework document)
- The wider school curriculum – incorporating a topic based, cross-curricular approach

- Barnet's agreed syllabus for Religious Education (R.E.)
- A PSHE curriculum as well as from the United Nations' Rights of the Child Charter
- A foreign language (Spanish)
- Sex and Relationships Education
- From Reception through to Year 6 opportunities are taken to enrich the curriculum through:
 - visitors to the school, including artists, authors, craftspeople, actors, musicians
 - the use of the school grounds e.g. the allotment
 - use of the locality e.g. Coppetts Wood, Friary Park
 - educational visits and workshops
 - special whole school days or weeks
 - Forest School learning
 - The Holly Park Learning Skills

Many of these activities embrace the cultural diversity of the community in which we live and enhance the aesthetic environment of the school.

We have a whole school Curriculum Map which sets out what needs to be taught in each National Curriculum year group.

What is our school curriculum overview?

For each year group from year one to six inclusive, there is a termly curriculum topic overview, which indicates the subject 'driver' for each topic: namely history, geography or science. The driver indicates what the main focus of the topic will be, although other foundation subjects will be incorporated into the broad topic. Links will also be made to English and Mathematics where appropriate, enabling pupils to demonstrate mastery skills across the curriculum. It is essential that pupils are given opportunities to apply their mathematical knowledge to science and other subjects.

Long Term Planning: At the start of the academic year each year group team will produce a 'Learning Schedule' for the year. This provides an overview of the learning that will take place each half term. The Learning Schedule will show titles of 'Learning Projects' which are to be taught throughout the year.

Learning Projects (previously referred to as 'Topics') are a combination of subject areas and objectives linked through a theme. Further details of Learning Project content forms part of the Learning Schedule.

Medium Term Planning: Detail of each Learning Project is set out in a medium term plan. This provides a breakdown of the subjects covered within the Learning Project along with the key objectives to be taught and expected outcomes.

The whole school curriculum Map along with the Learning Schedule and the Medium term planning are all available for parents on our school website either under the curriculum section OR the year group page.

Short term (weekly) planning: This consists of a timetable with Learning Objectives and Success Criteria. Teachers are also expected to have a plan of how the objectives will be taught, however the format of this planning is at the discretion of the individual teachers (school formats are available if required).

In their planning, teachers in each year group are mindful of end of year or end of key stage expectations. Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual

pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

Vocabulary and Discussion

Vocabulary development is a very important part of our curriculum. Every week we introduce new vocabulary in the whole school assembly. These words are shared with parents in the newsletter. Teachers plan for the vocabulary that they will teach in relation to the curriculum. Vocabulary in all subjects is made high profile through specific teaching and in displays.

Every classroom has a vocabulary tree on display in the classroom.

Learning Tree:

Trunk = Title of current Learning Project e.g. 'Heroes'

Roots = Learning Skills, which should be referred to as part of the everyday language of the classroom and throughout the school.

Leaves = Contain vocabulary that the class are being introduced to.

We buy in to 'Picture News' which has weekly discussion topics that have been in the news. This is introduced in whole school assembly, shared with parents each week and is used in circle time discussions in class.

Assessment for Learning

It is particularly important to assess children's current and prior knowledge before embarking upon what is set out for the year group.

Assessment for learning includes a range of activities including – mind maps, cold & hot tasks, peer assessment, self assessment, questioning etc

Assessment for learning can take place at any time in the learning sequence – e.g at the start of learning, in the middle or at the end of a project. The results of assessment for learning activities can alter the direction of the teaching and learning.

The Holly Park Progression of Skills

Our progression of skills documents set out what will be taught in each year group based on the 2014 National Curriculum. When planning, teachers will consider the overall Learning Objective; a focus for the objective and the resulting Success Criteria. The **Holly Park Skill Progression Documents** provides the relevant information to do this.

Subjects Taught:

Learning Skills – We are encouraging children at all times to be improving their Learning Skills. The stickers we present for achievement are linked to Learning Skills.

Art– There are 7 areas of Art & Design for the children to master techniques in. Children should be looking at the work of a range of artists as inspiration for their work.

Computing – There are 2 sections: *Computing* and *Computing: Coding*.

DT – Every year group must include work on Food in their Learning Schedule for the year. There are then 2 other areas of Design & Technology to focus on. The skills set out for each year group ensure children make progress in the different areas of DT.

English – The 2014 National Curriculum content is very detailed and specific to individual year groups so there are objectives and 'I can' statements which address the curriculum for each year group.

Geography – There are lots of cross-curricular opportunities with this subject and it is important to continually look for chances to include the skills mapped out for each phase group. Certain areas of the Geography curriculum have been incorporated into some ‘Focused units’ and fieldwork for a particular year group. This means that they are included in the content coverage given to that year group and the responsibility is specifically with them to cover that area of the curriculum.

History – There are specific History units given to each year group e.g. ‘A local history study’ in order that we ensure the correct breadth of coverage for the National Curriculum. The historical skills set out are then taught via the given History units.

Maths – As with English, this section looks different to others and provides the detail needed to teach each year group’s objectives.

MFL (Spanish) – This is taught by a specialist teacher

Music – This is taught by a specialist teacher

PE – Each year group is given the PE content to teach to ensure fair access to various skills/activities as children move through the school. There are currently 3 sections for PE (Dance, Gymnastics and Games)

PSHE – We are using a scheme of work for SRE (Sex and Relationships Education) throughout the school from Reception. The work on SRE has been incorporated into the new Barnet PSHE framework. The PSHE content is divided into 3 core themes (*Health and Wellbeing, Relationships and Living in the wider world*), with 2 strands in each. The 6 ‘strands’ (*Physical, Sex and Relationships, Social, Emotional, Economic Wellbeing and Being a responsible Citizen*) relate directly to the learning objectives in the Learning Journey. Lesson notes and resources can be found from the ‘**Barnet Emotional Wellbeing and PSHE Framework**’ document. The ‘I can’ statements relate to the outcomes for the various units. Note that the **SRE** coverage comes from the **Christopher Winter Project (CWP)** scheme of work.

Science – Children should be **working scientifically** through all their Science activities. Years 1, 3 and 5 share certain objectives and Years 2, 4 and 6 share certain objectives. If all content is taught appropriately for each year group, the children will build on this as they move through the school.

Our Curriculum

The Early Years Foundation Stage Curriculum: Nursery and Reception:

Communication, language and literacy; problem solving, reasoning and numeracy; knowledge and understanding of the world; personal social and emotional development; creative development; and physical development

The National Curriculum (2014): Year 1 through to Year 6:

English (Literacy); Mathematics (Numeracy); science; information and communication technology (ICT); history; design and technology; physical education (PE); geography; art; personal health and social education (PHSE); religious education (RE); modern foreign languages (Spanish); and music.

The school is committed to developing a creative curriculum, which combines a broad, balanced and enjoyable curriculum with high expectations of achievement.

British Values and Our Own School Values

Through our curriculum we aim to prepare pupils positively for life in modern Britain and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs .

At Holly Park, we recognise that during recent years a great deal of national and local effort has been rightly directed towards school improvement and curriculum development. However we also believe that Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages pupils to be emotionally intelligent, articulate learners. Values support quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. The whole staff team, parents and pupils are involved in promoting values and recognising where others are 'living the values'. The values developed have been selected after consultation with pupils, staff, governors and parents as values which are important within the school community and which will be important throughout life.

SMSC In Our Curriculum

We want the spiritual development of pupils to be shown by their:

- Ability to be reflective about their own beliefs and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

We want the moral development of pupils to be shown by their:

- Ability to recognise the difference between right and wrong
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

We want the social development of pupils to be shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, including by cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

We want the cultural development of pupils to be shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their acceptance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

How the curriculum benefits pupils' personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education
- Becoming responsible individuals who contribute to the community
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another

Rights Respecting Schools

The Rights Respecting Schools Award programme supports schools to embed the United Nations Convention on the Rights of the Child (UNCRC or CRC) in their practice to improve well-being and help all children to realise their potential. The Unicef UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's human rights in their ethos and culture. Schools can achieve a special award. The award recognises achievement in putting the UN Convention on the Right of the Child (UNCRC) at the heart of a school's practice to improve well-being and help all children realise their potential.

Forest Schools

Forest Schools is a type of outdoor education in which children visit forests/woodlands, learning personal, social and technical skills. It has been defined as 'an inspirational process that offers children regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment.' A forest school uses the woods and forests as a means to build independence and self-esteem in children. Topics include the natural environment, for example the role of trees in society, the complex ecosystem, recognition of specific plants and animals.

Personal skills such as teamwork and problem solving are also learnt. The woodland environment may also be used to learn about mathematics and communication.

The Holly Park learning Skills

The Holly Park learning skills were created by the school in order to give our pupils the skills to be good learners and to learn how to learn. The Holly Park learning skills are at the root of all our learning. Our sticker chart system is based on the 6 learning skills. The learning skills are displayed in all of the classrooms. The 6 skills are:

- Self Management
- Team Work

- Creativity
- Enquiry
- Commitment
- Reflection

The Holly Park Reading Challenge

The reading challenge is for KS2. The reading challenge was introduced to provide challenge and progression in KS2 and to avoid a dip in reading particularly in the lower KS2 years. The challenge has various levels from Bronze through to Diamond. There is a booklist for each stage which has a whole range of books from traditional, classic, modern, a variety of cultures, poems etc. Children have to read 10 books at each stage and then write 10 book reviews or do a book related activity.

The Global Dimension

Global learning is important to us at Holly Park. Through the curriculum we have an important role to play in helping pupils to make sense of the complexity of our world and their place in it. We want to develop global citizens who are aware of the problems that others around the world face and what we can learn from others who live in different places. The global dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can relate to both developing and developed countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world. Education for the global dimension encourages pupils to evaluate information and events from a range of perspectives, to think critically about challenges facing the global community such as migration, identity and diversity, equality of opportunity and sustainability, and to explore some of the solutions to these issues. Learning about the global dimension offers us the opportunity to promote community cohesion.

Pupil Voice

Our various school councils and groups help to support our curriculum

The School Council – looks at safety, bullying, school meals etc

The Eco Council – looks at litter, waste, growing things, pollution etc

The Learning Council – looks at our learning skills, what makes a good learner etc

The Healthy Living Council – looks at snacks, fizzy drinks, effects of exercise etc

The Junior Travel Ambassadors – look at parking, safe travel, pollution, walking to school etc

Clubs

Our curriculum is enhanced by a whole variety of school clubs as well as our extended day facilities.

Non Stop Action provide clubs such as dance and football. Staff provide after school clubs such as choirs, netball, running, athletics, gymnastics, coding, dance and football. Staff also provide a very wide range of lunchtime clubs such as knitting, weaving, art, creative club, first aid, gardening, story, reading, construction, lego etc.

Creativity and the Curriculum

Holly Park is committed to offering a broad and balanced curriculum which is both challenging and enjoyable. A focus on cross-curricular links means that children apply a wider context to their learning. Single-subject lessons are only taught where there is no meaningful link between subjects, and are the exception rather than the rule. Lessons are delivered in a variety of ways, using a wide range of successful strategies, which enable learners to stay fresh and enthusiastic throughout each lesson, and throughout every day.

Trips and Curriculum days to enhance the Curriculum

Every year group from Y1 -6 has the same core offer across each academic year of: 2 trips (related to what is being taught in class) 2 curriculum days (related to what is being taught in class) and a visit to a place of worship.

In addition to the core offer, there are extra visits for KS2. Year 3 have a team building day, Year 4 do a one night sleepover, Year 5 do 2 nights away and Year 6 do 4 nights away

Nursery have one trip and one curriculum day. Reception do one trip and 2 curriculum days.

Children in receipt of Pupil Premium funding will do extra trips via Enabling Enterprise visits to places of work e.g UBS bank, law firms, universities etc. The navigator groups will also go on extra visits e.g Theatre visits.

Children on one of our councils will also make an extra trip during the year. For example: School Council to the London Assembly Rooms, Eco Council to the recycling centre, Learning Council to a museum and Healthy Living Council to the Olympic Park.

Performances to enhance the Curriculum

Every child from Y1-5 will perform an assembly at some point during the year and parents will be invited in to watch. These are related to topics being taught in class. Y6 will perform a leavers' assembly at the end of the school year.

Every child from Rec – Y6 will perform in a show during the school year

Reception – End of year performance

Year 1 and 2 – The Infant Show

Year 3 – The Nativity

Year 4 and Year 5 – End of year reviews

Year 6 – End of year show

In addition to this there will be choir concerts and instrumental concerts throughout the school year too.

Local, National and International engagement to enhance the Curriculum

Pupils are given the opportunity to participate in local and National events with sport, dance and Music e.g The Barnet music festivals, Barnet dance festival, singing at the BBC Children in Need Event, Copthall athletics competitions, football tournaments etc

We aim to get our pupils involved in other local or national events to support the curriculum whenever possible – Bikeability, Barnet Peace One Day, Primary Maths Challenge etc

We support International charities such as Water Aid, The shoe box appeal, Save the children.

Our curriculum incorporates studies in the local area – e.g in RE we visit many local places of worship. In Geography we undertake fieldstudies of local streams, shopping areas, traffic and housing. In history we visit a local museum and local war memorials.

3. Curriculum Impact (Attainment and progress -including national tests and assessments & Reading)

What outcomes are we seeking to achieve for our pupils?

We want to help our pupils to:

- Develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- Be able to use language and number effectively
- Develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
 - Understand the world in which they live and the inter-dependence of individuals, groups and nations
- Appreciate human achievements and aspirations – a sense of ‘awe and wonder’

We monitor the impact of our curriculum by considering the following questions:

Does the school have a curriculum policy?	
What is the school's ethos regarding the curriculum?	
How does the curriculum meet the range of needs and interests of all pupils?	
How does the curriculum improve and enhance pupils' learning experiences?	
How is a broad and balanced curriculum embedded consistently throughout the school?	
How is online-safety embedded within the wider curriculum?	
How do school leaders safeguard against a narrow curriculum developing?	
How are languages, the arts, design technology and music embedded in the wider curriculum?	
How are extra-curricular opportunities planned and delivered to enhance the curriculum?	
How does the curriculum address the spiritual, mental, physical and cultural health and interests of pupils?	
How is the curriculum planned to meet the needs of disadvantaged pupils?	
How is the curriculum planned to meet the needs of higher-attaining pupils?	

How is the curriculum planned to meet the needs of pupils who may be disengaged?	
How does curriculum planning challenge pupils in their learning?	
How does the curriculum promote British values?	
How does the curriculum promote school values and ethos?	
How is the learning environment used to enhance curriculum delivery and pupils' engagement with the curriculum?	
How do school leaders monitor curriculum planning and delivery?	
How do school leaders monitor the content and coverage of the curriculum?	
Do teaching staff have the opportunity to reflect on their curriculum planning and delivery?	
What impact does the school's system for the planning, delivery and monitoring of the curriculum have on the work-life balance of staff?	

Evidencing the curriculum

We try to celebrate our curriculum and make sure everyone is aware of it. We do this in the following ways:

- The use of art work and photos
- High-quality, interactive and purposeful displays
- Opportunities for children to talk and share their learning with each other and adults
- Books
- The school website
- Newsletters
- Portfolios of work
- Subject leader monitoring and learning walks
- SMT learning walks and lesson observations
- Governor learning walks
- Class assemblies
- End of Year Reviews for parents
- OWL books

Assessment within Curriculum Subjects

Assessment will involve:

- Learning objectives and success criteria made explicit and shared with pupils
- Learning partners are used and changed weekly to support learning

- Peer and self-assessment is in use verbally and in written form.
- Pupils are engaged in their learning and given speedy feedback during the lesson and in marking
- Active learning is encouraged
- A range of rich questioning techniques are used to evaluate pupil understanding and move learning on and identify misconceptions
- Children are given 3 levels of challenge to choose an appropriate level of work that best suits them.
- Use of our Holly Park Learning Skills to ensure we are assessing skills and understanding as well as knowledge.
- Pupil involvement in evaluating their own success and next steps
- Use of Assessment weeks to support teacher assessments and to identify gaps and misconceptions. Commercially bought tests are from reputable companies and administered in line with test protocols.

In Maths and English (reading, writing & SPAG) in Years 1-6 children are assessed termly against the following descriptors:

- Working Towards the Expected Standard
- Meeting the Expected Standard
- Exceeding the expected Standard

In the foundation subjects in Years 1-6 the children are also assessed termly against the following descriptors:

- Working Towards the Expected Standard
- Meeting the Expected Standard
- Exceeding the expected Standard

Data is analysed thoroughly and we look for emerging trends amongst groups.

When analysing data we look at attainment and progress. In looking at progress, we always scrutinise books for evidence of progress to back up the data. Book scrutiny happens termly and is used as part of Pupil Progress meetings with class teachers.

How do we report on pupil attainment across the curriculum?

A written school report is provided to parents/carers annually in the summer term. This provides parents/carers with information as to how their child is performing against year group expectations namely: exceeding, in line with, working towards or below year group expectations.

Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms and an introductory 'Meet the Teacher' meeting in the autumn term. Parents/carers can also request an additional meeting with their child's class teacher in the summer term to discuss the annual report. The Governing Body receives regular reports on pupil attainment compared to National and Barnet attainment outcomes.

4. Children with Special Educational Needs

The curriculum is designed to provide access for all children who attend the school. It may however be necessary to adapt the curriculum to meet the needs of individual children. If a child has a special educational need, then the school does all it can to meet the individual need. We comply with the requirements of the SEN Code of practice in providing for children with special educational needs. In most cases we are able to meet the child's needs within normal classroom organization. If the child's

need is more severe, we will involve appropriate external agencies and may need to make an assessment and apply for an Educational Health and Care Plan (EHCP)

5. Roles and Responsibilities

The Role of SMT with regard to the Curriculum

- To monitor and audit the school's Curriculum Map
- To liaise with subject leaders to ensure that curriculum areas are effectively resourced
- To ensure that staff are supported in delivering a broad, balanced, enjoyable and creative curriculum which is suitable for the 21st Century
- To make sure that the statutory requirements of the National Curriculum and the guidance of the Primary Strategy are fully in place
- To lead INSET

The Role of Subject leaders

Main Purpose of the Job:

- To provide leadership for the development of their subject or aspect in line with the school's aims, ethos and vision
- To develop a vision for the quality and improvement of their subject or aspect throughout the school
- To be committed to maintaining the focus of their subject or aspect both within and alongside the School Improvement Plan
- To discharge other duties as reasonably required by the Headteacher within the scope and status of the post.

Key Tasks:

- Have secure knowledge of the subject's objectives from the National Curriculum, or of other statutory regulations or guidance appropriate to the subject or aspect
- Regularly audit their subject or aspect in the key areas of resources, subject knowledge and attainment and achievement
- Lead INSET in key areas of the development of their subject or aspect in line with the School Improvement Plan, and in response to staff development needs
- Support other staff in developing effective learning and teaching strategies and in securing sound subject knowledge
- Work with parents to understand the nature and needs of their subject or aspect, including the delivery of curriculum evenings in line with the improvement needs of the school
- Understand the place of their subject within the wider curriculum of the school, or the role the aspect plays within the school's continuing improvement
- Undertake purposeful lesson observations (where appropriate and at the direction of the Headteacher) and report the outcomes to the Headteacher
- Scrutinise children's work using the school's agreed protocols and formats and report the outcomes to the Headteacher
- Monitor planning
- Develop subject knowledge beyond their own expertise (e.g. into other Key Stages)
- Liaise with Subject Leaders from other schools through CPD opportunities and other appropriate links
- Keep abreast of innovation and change in their subject or aspect both locally and Nationally. Support clear and relevant links between their subject or aspect and the key areas of AEN, EAL, assessment and ICT

- Liaise with other staff in the school to maximise the effectiveness and impact of their work in that subject or aspect
- To prepare an annual subject Action Plan as part of the School Improvement Plan.

The Role of Governors

- It is the responsibility of the Governing Body to monitor the effective deployment of this policy.
- Governors need to understand the intention and rationale behind the school's curriculum
- Governors need to know that the curriculum has breadth and that there is clear sequencing so there is a progression from one year to the next
- Governors need to be aware of the key strengths and areas for development of the curriculum

Monitoring and Review

This responsibility of review has been delegated to the Governors Teaching and Learning Committee.



This policy will be reviewed annually.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
I.0	Autumn 2015	Ann Pelham	Created in light of National initiative – Curriculum 2014, Assessment without levels and the Commission into Assessment without levels Sept 2015
I.1	Spring 2016	T&L Committee	Amended, adopted and ratified
I.2	Spring 2017	T&L Committee	Amended, adopted and ratified
I.3	Spring 2018	T&L Committee	Reviewed
I.4	Spring 2019	T&L Committee	Reviewed
I.5	May 2019	Ann Pelham	Amended in line with new Ofsted expectations
I.6	Aut 2019	Ann Pelham	Reviewed and ratified
I.7	Aut 2020	Ann Pelham	Reviewed and ratified
I.8	Aut 2021	Ann Pelham	Reviewed and ratified
I.9	Aut 2022	Ann Pelham	Reviewed and ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		28/11/22
Chair of Governors	Clare Hegarty		28/11/22

Distribution

Shared with
<ul style="list-style-type: none">• Staff via school server• Parents via Website• Governors via committee meetings

Date for next review
Autumn 2023

Appendix I

Our Individual Curriculum Intents

English

At Holly Park, we intend to foster a lifelong love of reading, writing and discussion amongst all children at Holly Park. We aim to inspire a habit of reading widely and often and intend children to be exposed to a wide range of authors and genres in order for them to develop individual tastes and preferences. We want our children to build a wide vocabulary throughout their time at school; to have a love of language and to enjoy experimenting with words and their power. We intend for the children to develop a good understanding of a range of text types and to experience writing for a variety of audiences and purposes. We aim to teach phonics, spelling, punctuation and grammar skills in an engaging and purposeful manner and provide our children with the tools necessary to express themselves effectively. We also recognise the importance of cultivating an ability to communicate; we want our children to display empathy, be able to express their thoughts and feelings independently and be able to respond to and build on the ideas and opinions of others. We believe that enthusiasm for and a secure basis in these literacy skills are crucial to a child's education and will equip them with vital skills for the future.

'When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'
James Earl Jones

Maths

At Holly Park we foster a positive attitude towards maths, eliminating the 'I'm just not good at maths' stigma.

Children have ownership of their ideas and the confidence to share them.

Children have frequent opportunities to choose how to solve a problem, showing their ideas in different ways and choosing from a range of resources.

Children are challenged to show their thinking in different ways using unfamiliar resources.

Children are given opportunities to develop their reasoning and problem-solving skills in most lessons.

Children can look for and identify how maths is used in the real world.

Children are encouraged to 'have a go', even if they do not get their desired result. They are able to identify their mistakes and learn from them.

Children are expected to recall key mathematical facts and understand how to use them in calculations.

Children understand and can use key mathematical vocabulary appropriately.

Teachers display key mathematical vocabulary and sentences relating to current work in class.

'Pure mathematics is, in its way, the poetry of logical ideas.' Albert Einstein

Science

At Holly Park Primary School we recognise the importance of Science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires. The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

'It is important to view knowledge as sort of a semantic tree – make sure you understand the fundamental principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on to.' Elon Musk

Computing

In line with the 2014 National Curriculum for Computing, our aim at Holly Park Primary School is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world.

The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

By the time they leave Holly Park, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Through the study of computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will equip them for the rest of their lives.

'Alan Turing gave us a mathematical model of digital computing that has completely withstood the test of time. He gave us a very, very clear description that was truly prophetic.' George Dyson

Art

Art and Design is a practical subject that develops creativity, imagination and self-expression. It is accessible to all abilities and crosses language barriers. At Holly Park our art curriculum aims to provide children with stimulating and engaging opportunities to use their imagination, explore ideas and work creatively in an enjoyable and safe environment. Children will be encouraged to develop their natural curiosity and awareness of their world through skilful observations and direct experiences. Pupils will develop their understanding of the visual elements of art and their making skills by effectively using a variety of media and techniques. Our curriculum ensures a progression of skills in techniques of painting, drawing, sculpting, collage, textiles and digital media across the year groups. It is inclusive and accessible and gives all children a platform to express their individuality and develop their self-esteem, resilience, confidence and critical thinking. These transferrable skills will help build their self-confidence across all subjects of the primary curriculum. The art curriculum expects children to be reflective and evaluate their work. We encourage children to take risks and experiment, reflecting on their ideas, work and the skills used. Children will be introduced to specialist art vocabulary and a wide range of art and artists and designers from different cultures and time periods. By studying and exploring ideas, meanings and the context behind the art work, children will gain an understanding of how art reflects societies and traditions and how it can in turn impact them as well. This helps us create world citizens who are able to articulate their opinions and respond to ideas confidently.

'Every human is an artist.' Don Miguel Ruiz

History

At Holly Park, we intend for our pupils to gain a broad and coherent knowledge of history. We aim to ignite childrens' curiosity of the past by allowing opportunities for them to investigate, observe and interpret historical sources (primary and secondary). Throughout their time at Holly Park, pupils will be encouraged to think critically about the history of Britain and the wider world. They will be allowed the opportunity to consider and discuss the consequences and impact of key historical events and how the past has influenced and shaped the world they live in today.

'A people without the knowledge of their past history, origin and culture is like a tree without roots.'

Marcus Garvey

Geography

At Holly Park we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We want to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We want children to be competent in

- Collecting, analysing and communicating with a range of data gathered through experiences of fieldwork
- Interpreting a range of sources of geographical information including maps, diagrams, globes and aerial photographs
- Communicating geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length

We want children to enjoy and love learning about geography by gaining the knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

'Geography underpins a lifelong "conversation" about the earth as the home of humankind.'

Geography Association

DT

Design and Technology is a practical and rigorous subject, which helps pupils to think about and respond to the rapidly changing world around them. Through the teaching of the two strands: 'designing and making' and 'cooking and nutrition', it encourages pupils to explore possibilities and solutions to real life and relevant problems within a range of different contexts. The products being designed and made by the children will have a clear purpose, which will be motivating and inspiring. Cross curricular links will be made wherever possible to help deepen children's understanding of key concepts. The study of past and existing products will help to develop children's critical thinking skills, as they will be expected to evaluate impact and effectiveness. Children will be responding with their own opinions and creative ideas enabling them to become problem solvers and innovators both individually and as part of a team. Originality and imaginative thinking will be celebrated. Teaching and learning will occur in a safe and positive environment where children feel comfortable to become risk takers, learn from mistakes and feel empowered to test and change strategies when needed. Children will have the opportunity to use a range of tools and resources that will develop their skills and technical knowledge so that they feel confident when designing and creating their own products. They will be able to select materials and

ingredients according to their characteristics. Through this process, they will gain an understanding in the importance of safety procedures and good health and hygiene routines.

'Good buildings come from good people, and all problems are solved by good design.' Stephen Gardiner

PE

Holly Park School provides opportunities for children to lead healthy active lives, which inspires all, through a high quality curriculum. This provision will enable our children to enjoy physical activity, know how to improve and reach their full potential."

- To inspire and encourage the enjoyment of physical activity.
- To develop an understanding of the positive effects of exercise and the importance of a healthy lifestyle.
- To develop skilful use of the body, the ability to remember, repeat and refine actions; and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply tactics and compositional ideas.
- To develop the ability to observe, evaluate and improve performance.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being.
- To develop social co-operation, positive attitude and the ability to compete with a sense of fair play.

'Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing'

James MacAllister

PHSE

At Holly Park School, PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

RE

To promote and encourage respect for all people of different faiths and those of no faith.

Lessons should provide a space to learn about different religions, beliefs and cultures – to ask questions and consider, appreciate and celebrate differences and similarities.

Children should be given regular opportunities to discuss their thoughts on issues and concepts including human values, equality, tolerance, morality, charity and kindness.

Important links can be made with self-reflection and mindfulness.

'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.'

Year 9 pupil

MUSIC

The music curriculum intent at Holly Park School is two-fold.

Firstly, we intend the children to develop a range of technical and practical musical skills to enable them to enjoy and participate in music throughout their lives. This will include the development of skills in areas such as pitch, rhythm, musical form, notation, listening and composing.

Secondly, we intend the children to develop a broad range of transferable skills including social engagement with others (including teamwork, collaboration, sensitivity to others and compromise), curiosity, engagement, motivation, expression of ideas and feelings, open-mindedness, resilience, commitment, reflection and creativity.

'Without music, life would be a mistake.' Friedrich Nietzsche

MFL (Spanish)

At Holly park we believe learning a new language promotes not only student's curiosity about other cultures and identities but also about their own. Understanding and respecting other cultures is a key part of a multicultural school such as Holly Park. Our Spanish curriculum promotes fun and interactive learning. Students begin learning Spanish from day one through stories, rhymes, songs, games and role-plays. We aim to build communication and literacy skills that will help our students to better understand their own language as well as gaining the basic linguistic knowledge to fully progress learning a foreign language towards KS3. At Holly Park we have developed links with a Spanish school based in Santander, Spain, where the children improve language skills and develop confidence through writing to each other and communicating through technology, i.e. skype. These help students to put what they learn into context which motivates them further.

'You live a new life for every language you speak. If you only know one language, you only live once.'
Czech proverb